Subject	Organization	Preferred approach	Other possibilities	Teacher preparation	Materials available No mod. *1	No mod. *2	Importance of bias
Gītā	Whole*	Classical*		Moderate-considerable	Yes	?	Very important
			Unit	Considerable	No	Yes	
	Multilevel	Classical		Considerable	?	?	
			Unit	Considerable	?	Yes	
	Individualized	Not recommended because of need for group discussion					
Reading decoding	Whole/multi./indiv.*	Incremental*		Minimal-moderate	Yes	Yes	Important
English (spelling, grammar, composition, handwriting, research, compre-hension and analysis)	Whole	Incremental		Moderate	No	Yes	Very important
			Standard*	Minimal	Yes	Yes	
			Mastery	Minimal	Yes	Yes	
			Programmed*	Minimal	Yes	Yes	
			Unit	Considerable	No	Yes	
	Multilevel	Concept		Moderate	No	Yes	
			Standard	Moderate	No	Yes	
			Mastery	Minimal	Yes	Yes	
			Programmed*	Minimal	Yes	No	
			Unit	Considerable	No	Yes	
			Incremental	Minimal	Yes	Yes	
	Individualized	Mastery Concept		Minimal	Yes	Yes	
				Moderate	No	Yes	
			Standard	Considerable	No	Yes	
			Programmed*	Minimal	Yes	No	
			Unit	Considerable	No	Yes	
			Incremental	Moderate	No	Yes	
			Informal ed.	Moderate-considerable	No	Yes	

* described in the academic overview
*1 no modification – can be used by devotees with few or no modifications
*2 modification – can be adapted by changing bias, approach or organization

Figure 6-3

Subject	Organization	Preferred approach	Other possibilities	Teacher preparation	Materials available No mod. *1	No mod. *2	Importance of bias
Maths (grades K-2)	Whole classroom	Classical*		Moderate	Yes	Yes	Not important
			Informal	Moderate	Yes	Yes	
	Multilevel/ individualized	Classical		Moderate	Yes	Yes	
			Informal ed.	Moderate-considerable	Yes	yes	
Maths (grades 3-12)	Whole classroom	Incremental*		Minimal	Yes	Yes	Not important
			Mastery	Minimal	Yes	Yes	
	Multilevel	Incremental*		Minimal	Yes	Yes	
			Mastery	Minimal	Yes	yes	
			Programmed	Minimal	?	Yes	
	Individualized	Incremental*		Minimal	Yes	Yes	
			Mastery	Minimal	Yes	Yes	
			Programmed	Minimal	?	Yes	
Geography (grades 1-5)	Whole classroom	Standard*		Minimal	Yes	Yes	Important
	Multilevel	Standard		Minimal	No	Yes	
			Unit	Moderate	No	Yes	
			Concept	Moderate	No	Yes	
History (grades 6-12)	Whole classroom/ multilevel	Principal		Considerable	No	Yes	Very important
			Classical	Moderate-considerable	No	Yes	
			Unit	Moderate-considerable	No	Yes	
			Standard*	Moderate	Yes	Yes	
			Informal ed.	Considerable	?	Yes	
	Individualized	Mastery		Minimal	No	Yes	

* described in the academic overview
*1 no modification – can be used by devotees with few or no modifications
*2 modification – can be adapted by changing bias, approach or organization

Figure 6-4

Subject	Organization	Preferred approach	Other possibilities	Teacher preparation	Materials available		Importance of bias
					No mod. *1	No mod. *2	
Science/ health	Whole classroom	Mastery*		Minimal	No	Yes	Not important
			Unit	Moderate-considerable	No	Yes	
			Standard	Minimal	No	Yes	
	Multilevel	Mastery		Minimal	No	Yes	
			Unit	Moderate	No	Yes	
			Concept	Moderate	No	Yes	
			Classical	Moderate-considerable	No	Yes	
	Individualized	Mastery		Minimal	No	Yes	
			Unit	Moderate	No	Yes	
			Classical	Moderate-considerable	No	Yes	
			Informal ed.	Considerable	No	Yes	
Art	Whole classroom	Classical*		Minimal	Yes	Yes	Important
			Concept/unit	Moderate	Yes	Yes	
			Informal ed.	Considerable	Yes	Yes	
	Multilevel/ Individualized	Classical*		Minimal	Yes	Yes	
			Concept/unit	Moderate	No	Yes	
			Informal ed.	Considerable	Yes	Yes	
Music	Whole classroom	Classical*		Minimal	?	Yes	Very important
			Informal ed.	Minimal	?	Yes	
	Multilevel/Individualized	Classical*		Minimal	?	Yes	
			Informal ed.	Considerable	?	yes	

* described in the academic overview
*1 no modification – can be used by devotees with few or no modifications
*2 modification – can be adapted by changing bias, approach or organization

Figure 6-5